



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

728 E. McDowell Rd., Phoenix, AZ 85006

### Summit Public Charter High School

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

#### AZ LEARNS<sup>1</sup>

#### High School Achievement Profile <sup>(a)</sup>

2004-05	Performing
2003-04	Performing
2002-03	Alternative School

(a) For additional information, please refer to Achievement Profiles Page near end of document.

#### School Overview

Principal/Administrator : Dr. Michael A. Little  
 Schedule : 07:00 AM to 09:30 PM  
 Grades : 9-12  
 2005 Enrollment : 429  
 Web Address :  
 Phone Number : (602) 258-8959  
 Fax Number : (602) 258-8953  
 E-mail : Michael.Little@leonagroup.com

#### Mission

Summit High School's mission is to provide students with the academic and personal skills needed to be successful, productive citizens.

#### No Child Left Behind

#### Adequate Yearly Progress <sup>(b)</sup>

2004-05	Met
2003-04	Not Met
2002-03	Met

#### School Improvement Status <sup>(b)</sup>

2004-05	N/A
2003-04	N/A
2002-03	N/A

(b) For additional information, please refer to the AYP page in this report card.

#### School / Academic Goals

- ü To focus on the improvement of reading and math skills for all student groups. To increase the number of students having met or exceeded the AIMS standards in Reading and Math by 15%.
- ü To improve upon the number of students approaching the AIMS standards in reading and math by 15%.

#### Enrollment

October 1, 2004 School Year Student Enrollment : 473  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 462

## Instructional Programs

- ü Quality Classroom Instruction Protocol
- ü Renaissance Math Program
- ü On-site Special Education
- ü The College Connection Program
- ü School-to-Work
- ü Scholastic Reading Inventory
- ü Schoolwide Reading Program/Rdg Counts

## Calendar Information

Number of Instruction Days :	145
Average Daily Instruction Time :	5 hours 22 minutes
First Day of School :	8/8/2005
Last Day of School :	5/25/2006

## Shared Responsibilities

### School

Provide a curriculum that is aligned with state standards, is rigorous, challenging and based on the needs of students. To provide an environment free of drugs and violence. To create an environment of mutual respect, openness and trust.

### Parents

To build a relationship with the school for the benefit of their children, which includes the assurance of maintaining regular attendance.

## Transportation Policy

Summit High School will provide bus tokens for students who qualify according to Title I guidelines.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü 16 Presidential Scholarship Award Receipients	2005
ü Gateway Community College Upward Bound Program	2003
ü 21st Century Community Education Grant	2001
ü Hon Kachina Award	2001

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 <sup>3</sup>

## 10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	90	90	69846	94	99	100	669	669	699	51	51	21	16	16	11	33	33	49	0	0	18
All Students (Prior Year)	89	89	65934	95	95	100	454	454	492	84	84	43	11	11	18	3	3	24	1	1	15
Female	53	53	34328	96	100	99	675	675	702	45	45	19	21	21	12	34	34	51	0	0	18
Male	37	37	35509	90	95	100	660	660	696	56	56	23	13	13	11	31	31	48	0	0	18
African American	11	11	3535	100	100	100	664	664	677	80	80	31	0	0	15	20	20	46	0	0	8
Hispanic	76	76	23363	93	99	100	671	671	680	46	46	32	19	19	16	35	35	45	0	0	7
Asian/Pacific Islander	NC	NC	1742	NC	NC	99	NC	NC	733	NC	NC	8	NC	NC	7	NC	NC	46	NC	NC	38
American Indian/Alaskan Native	--	--	4785	--	--	100	--	--	671	--	--	39	--	--	17	--	--	39	--	--	5
White	NC	NC	36421	NC	NC	99	NC	NC	714	NC	NC	12	NC	NC	8	NC	NC	54	NC	NC	26
Students with Disabilities	NC	NC	7690	NC	NC	100	NC	NC	593	NC	NC	64	NC	NC	14	NC	NC	21	NC	NC	2
Students without Disabilities	84	84	62220	95	100	99	671	671	712	49	49	16	19	19	11	33	33	53	0	0	20
Limited English Proficient Students	25	25	5834	100	100	100	652	652	612	80	80	46	7	7	20	13	13	31	0	0	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	68	68	21421	81	85	92	671	671	686	47	47	35	18	18	15	35	35	43	0	0	7
Non-Economically Disadvantaged	24	24	48489	100	100	100	662	662	704	62	62	15	15	15	10	23	23	52	0	0	23

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	89	89	71311	100	100	100	650	650	694	36	36	7	32	32	21	32	32	63	0	0	9
All Students (Prior Year)	87	87	68162	100	100	100	455	455	509	64	64	18	28	28	24	8	8	51	0	0	8
Female	55	55	34899	100	100	100	656	656	700	32	32	5	32	32	19	35	35	66	0	0	10
Male	34	34	36430	100	100	100	638	638	688	44	44	9	31	31	22	25	25	61	0	0	8
African American	10	10	3573	100	100	100	651	651	676	57	57	9	0	0	26	43	43	60	0	0	4
Hispanic	74	74	24056	100	100	100	647	647	672	36	36	13	36	36	31	28	28	53	0	0	3
Asian/Pacific Islander	--	--	1731	--	--	98	--	--	717	--	--	3	--	--	13	--	--	68	--	--	16
American Indian/Alaskan Native	NC	NC	5110	NC	NC	100	NC	NC	661	NC	NC	14	NC	NC	38	NC	NC	46	NC	NC	2
White	NC	NC	36841	NC	NC	99	NC	NC	713	NC	NC	3	NC	NC	12	NC	NC	72	NC	NC	13
Students with Disabilities	NC	NC	8021	NC	NC	100	NC	NC	590	NC	NC	27	NC	NC	42	NC	NC	29	NC	NC	1
Students without Disabilities	80	80	63379	100	100	100	654	654	707	31	31	5	33	33	18	36	36	68	0	0	10
Limited English Proficient Students	21	21	6402	100	100	100	632	632	596	50	50	25	38	38	44	13	13	30	0	0	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	66	66	22243	94	99	93	658	658	677	31	31	14	33	33	32	36	36	51	0	0	3
Non-Economically Disadvantaged	23	23	49157	100	100	100	631	631	702	50	50	4	29	29	16	21	21	69	0	0	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	85	85	70868	99	100	100	641	641	688	22	22	5	49	49	23	29	29	63	0	0	9
All Students (Prior Year)	73	73	67629	85	85	100	440	440	524	58	58	22	21	21	16	21	21	59	1	1	3
Female	54	54	34710	100	100	99	649	649	697	15	15	3	59	59	19	26	26	66	0	0	12
Male	31	31	36176	97	100	100	623	623	678	40	40	7	27	27	27	33	33	59	0	0	7
African American	10	10	3557	100	100	99	637	637	675	14	14	7	71	71	25	14	14	62	0	0	6
Hispanic	70	70	23868	96	100	100	638	638	670	26	26	9	45	45	33	29	29	55	0	0	4
Asian/Pacific Islander	--	--	1732	--	--	98	--	--	713	--	--	2	--	--	12	--	--	64	--	--	22
American Indian/Alaskan Native	NC	NC	5001	NC	NC	100	NC	NC	661	NC	NC	9	NC	NC	41	NC	NC	48	NC	NC	2
White	NC	NC	36710	NC	NC	99	NC	NC	702	NC	NC	2	NC	NC	15	NC	NC	69	NC	NC	13
Students with Disabilities	NC	NC	7900	NC	NC	100	NC	NC	580	NC	NC	22	NC	NC	49	NC	NC	28	NC	NC	1
Students without Disabilities	76	76	63054	99	100	99	645	645	701	18	18	3	51	51	20	31	31	67	0	0	10
Limited English Proficient Students	20	20	6308	95	95	100	616	616	591	41	41	19	47	47	47	12	12	33	0	0	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	63	63	21994	90	94	92	646	646	673	17	17	10	51	51	36	31	31	52	0	0	3
Non-Economically Disadvantaged	22	22	48960	100	100	100	630	630	694	36	36	3	43	43	18	21	21	67	0	0	12

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Not Evaluated
	Met Graduation Rate?	Y
	Made AYP?	Yes

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	--	--	--	41	78	17	NA	42	87	23	23	51
	Language	--	--	--	42	80	12	12	42	87	26	26	50
	Mathematics	--	--	--	60	80	27	27	63	88	24	24	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

## School Site Council

## Council Composition

3 School Administrator(s)  
 6 Non-certified Employee(s)  
 17 Teacher(s)  
 2 Parent(s)  
 0 Community Member(s)  
 4 Student(s)

## Council Duties

Ü Instructional Improvement  
 Ü Parental Involvement

## Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	3.00	Teacher	17.00
Other Professional Staff	6.00	Teacher Aide	2.00

## Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	0	0	0
4 to 6 years	1	9	0	0
7 to 9 years	1	0	0	0
10 or more years	0	4	0	0

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	149
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	5%
Percent of core classes not taught by Highly Qualified Teachers	2%

## Resources Available at School Site

## Special Facilities

Ü Computer Labs  
 Ü Art Studio

## Extracurricular Activities

Ü College Courses  
 Ü Newspaper and Yearbook  
 Ü Leadership Training  
 Ü Hiking Trips

## Social Services

Ü Referral to Counseling Services

## Indicators of Success Based on Historical Data from 2004-05

## School Achievements/Accomplishments 2004-05

- ü Currently all students are involved in a school-wide reading and math program. Pre- and Post-testing are provided for all students. Students with the greatest needs in reading and math are provided supplemental, intensive remediation.
- ü School Improvement Plan has led to Summit High School making AYP for the 2004-2005 school year.

## Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	95	95	94	95
Transfers Out Rates <sup>5</sup>	53	12	12	17
Transfers In Rate <sup>6</sup>	227	28	28	37
Stability Rate <sup>7</sup>	46	87	87	82
Promotion Rate <sup>8</sup>	41	96	95	81
Retention Rate <sup>9</sup>	10	1	1	3
Dropout Rate <sup>10</sup>	39	0	1	6
Status Unknown <sup>11</sup>	33	0	1	4
Graduation Rate <sup>12</sup>	41	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).



## School Safety

## School-level Efforts to Ensure a Safe and Healthy Learning Environment

Summit High continues its policy of zero tolerance towards gangs, violence and drugs. We are proactive in preventing unsafe incidents by carefully explaining our school rules and policies to each student upon admission, posting these rules in each classroom and by reinforcing them throughout the school year. Teachers are trained to recognize diversity and various learning styles.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

1

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

## Contacts

	Name	Phone Number
School Site Council	Michael A. Little	(602) 258-8959
Transportation Policy	Marlene Kaye	(602) 258-8959
Community Resources	Heidi Bonfante	(602) 258-8959
School Nutrition Programs	Marlene Kaye	(602) 258-8959
Parent Organization	Heidi Bonfante	(602) 258-8959
Student Health/Nurse	Christina Enriquez	(602) 258-8959

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

## ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

## Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.